 **UNIVERSITY OF MAINE AT FARMINGTON**

**COLLEGE OF EDUCATION, HEALTH AND REHABILITATION**

Teacher’s Name: Kaitlyn Bowie Lesson #: 1 Facet: Apply

Grade Level: 7 Numbers of Days: 2-3

Topic: "The Golden Compass"

PART I:

**Objectives**

Student will understand that there are a wide array of themes in every piece of literature.

Student will know the meaning of theme and moral.

Student will be able to decide what is a theme and what is a moral.

**Product:** Comic Life Comic

**Maine Learning Results (MLR) or Common Core State Standards (CCSS) Alignment**

**Common Core State Standards**

* Content Area: English
* Grade Level: Grade 7
* Domain: Reading- Literature
* Cluster: Key Ideas and Details
* Standard: (2) Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.

**Rationale:** I am teaching students what a theme is, and how it differentiates from a moral.

**Assessments**

**Pre-Assessment:** (Lesson 1 only)

I will create a google survey where students give their definition of "theme" and "moral" and ask them to name a banned book.

**Formative (Assessment for Learning):**

**Section I** – *checking for understanding during instruction*

Students will trade comics with one another and will rate 1-5 on whether or not they understood the person's definition, and then explain on the back what they did or didn't understand about the definition.

**Section II** – *timely feedback for products (self, peer, teacher)*

I will then use a rubric to give them a final grade, based off of a rubric, after they have had a chance to make revisions to their comics.

**Summative (Assessment of Learning):**

Students will create a comic that depicts the difference between a theme and a moral. Each comic must have at least two panels, but no more than six.

**Integration**

Technology: Students will use the Comic Life program to create a comic depicting the difference between a theme and a moral using photos they either find or have taken as a graphic visual.

**Content Areas:** I am integrating Art into my lesson by having the students create a visual graphic to help convey definitions using images they have the option of creating or manipulating.

**Groupings**

**Section I** - *Graphic Organizer & Cooperative Learning used during instruction*

I am using the T-Chart graphic organizer to help students understand the differences between a theme and a moral. I am using the cooperative learning structure Think-Pair-Share so as to let students think about the words themselves, then bounce definition ideas off of one another, and then come together as a group and create a large T-Chart on the board, which they will copy over to their T-Charts.

**Section II** – *Groups and Roles for Product*

Students will use Comic Life to create a comic that creates a visual distinction between a theme and a moral and decide what definition they want to apply, and each person must create their own comic. Students will trade comics with their neighbor and will rate 1-5 on whether or not they understood the person's definition, and then explain on the back what they did or didn't understand about the definition. I will then use a rubric to give them a final grade, based off of a rubric, after they have had a chance to make revisions to their comics.

**Differentiated Instruction**

**MI Strategies**

* Logical: These students will enjoy using the Comic Life program to present their definitions of theme and moral in a way that exhibits their skill with the program.
* Verbal: These students will enjoy developing a definition for moral and theme that is in their own words.
* Visual: These students will enjoy seeing the pictures and images that people use in their comics to represent their definitions of theme and moral.
* Musical: These students will be encouraged to connect the idea of theme to the kinds of themes they might encounter in their favorite songs, and use that to help develop a definition of theme and moral.
* Intrapersonal: These students will enjoy getting the chance to read other people's comics and seeing how their definitions of theme and moral compare to their peers.
* Interpersonal: These students will enjoy conversing with other students about the definitions of theme and moral in their comics.
* Kinesthetic: These students will enjoy using themselves as models for their definitions of theme and moral in their comic.
* Naturalist: These students will enjoy taking photos of outdoor elements that represent their definitions of theme and moral.

**Modifications/Accommodations**

From IEP’s ( Individual Education Plan), 504’s, ELLIDEP (English Language Learning

Instructional Delivery Education Plan) I will review student’s IEP, 504 or ELLIDEP and make appropriate modifications and accommodations.

**Plan for accommodating absent students:** Absent students will be expected to check the class wiki to see what they have missed. The wiki will list what we talked about in class that day, any important notes, and PDF's of homework and handouts. If they have any questions, I encourage them to either schedule a meeting time with me, email me, or come during my office hours. The assignment(s) will be due the day following their return by the end of class that day.

**Extensions**

**Type II technology:** Comic Life

**Gifted Students:** I will encourage students to be as creative as possible.

**Materials, Resources and Technology**

* Laptops
* Pencils/Pens
* Camera(s)
* Printer
* Projector
* Dictionaries
* Graphic Organizer printout
* Note cards with short story/fairy tales/banned book titles
* Source for Lesson Plan and Research
* Comic Life Download
  + Students will use Comic Life to create a comic that creates a visual distinction between a theme and a moral and decide what definition they want to apply, and each person must create their own comic.
* Theme v.s Moral Slideshow
  + A brief slideshow that gives basic definitions and examples of theme and moral. This will be posted on the class wiki for students to reference. A substitute and students will be able to easily follow this slideshow because of it's basic wording and straight-forward explanations.

**PART II:**

**Teaching and Learning Sequence**

**Day 1 (80 minutes)**

1- Talk about the survey (pre-assessment) and share some of the definitions that I felt were exemplary. (Hook)

(15)

2- Hand out T-Chart organizers and split students off into pairs. (5)

3- Let students share their definitions with each other and help to clear up any confusion. (15)

4- Come together as a class and discuss the definitions and decide on final definitions of themes and morals. (30)

Theme v.s Moral Slideshow

5- Hand out note cards with short story/fairy tale/banned book titles. Students, as a group, will need to identify the themes and moral from their given story. If their title is identified as banned, they will be asked to explain what themes might cause their book to be banned. (15)

**Day 2 (80 minutes)**

1- Introduce Comic Life assignment and have students use the link on my wiki to download the program. (40)

Comic Life Download

2- Allow for workshop time and for students to explore the Comic Life program, and ask any clarifying questions. (40)

**Day 3 (80 minutes)**

1- Students will trade comics with their neighbor and grade one another on a scale of 1-5 on how clear the person's definitions and visuals are. Students will then be allowed to make adjustments to their comics and hand in the final product at the start of next class. (40)

2- Begin Lesson 2. (40)

My classroom will be set up with students set up into even numbered groups, at least two, but no more than four. Students will understand that there are wide arrays of themes in every piece of literature. Students will be able to connect with the literature on a deeper level of understanding. They will be able to determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text. The night before I will have students answer a google survey, which asks them to give a definition of theme and moral, and to give me a title of a banned book. If I feel that students show sufficient prior knowledge on these terms, I will ask them to think about the titles they gave me, an have them give me some examples of themes that might cause a book to be banned. If I feel students do not have enough prior knowledge, I will give a few anonymous examples of definitions and point out what was incorrect and correct.

By doing this, students will be able to connect with the literature on a deeper level of understanding.

**Where, Why, What, Hook MI Tailor's:** Verbal, Logical, Visual, Kinesthetic, Musical, Interpersonal,

Intrapersonal, and Naturalist.

Students will know the meaning of theme and moral (See content notes). I am using the T-Chart graphic organizer to help students understand the differences between a theme and a moral. I am using the cooperative learning structure Think-Pair-Share so as to let students think about the words themselves, then bounce definition ideas off of one another. While they are doing this, the Theme v.s Moral slideshow will be projected on the board for them to use as a reference. We will then come together as a group and create a large T-Chart on the board, which they will copy over to their T-Charts. Students will use each other’s knowledge to revise and refine their personal definitions so that the information they bring to the large group discussion is accurate. Once I feel students understand what these terms mean, I will hand out note cards with the titles of banned books/fairy tales/children's stories to each desk grouping and have them brainstorm what the themes and the moral of their given story.

**Equip, Explore, Rethink, and MI Tailor's:** Verbal, Logical, Visual, Interpersonal, and Intrapersonal.

Students will be able to decide what is a theme and what is a moral. They will use Comic Life to create a comic that creates a visual distinction between a theme and a moral and decide what definition they want to apply. They will be able to download the Comic Life 30 Day Trial program here, for free. Students will create a comic that depicts the difference between a theme and a moral. Each comic must have at least two panels, but no more than six. The definitions should be clear and in the student's own words, based off of the definitions given in the previous class with visuals that add to the explanation. They will then trade comics with one another and will rate 1-5 on whether or not they understood the person's definition, and then explain on the back what they did or didn't understand about the definition.

**Explore, Experience, Rethink, Revise, Refine, and MI Tailor's:** Verbal, Logical, Visual, Kinesthetic, Musical, Interpersonal, Intrapersonal, and Naturalist.

Students will self-asses by looking at the feedback given to them by their peers on the back of their comics. Using this feedback, they will make any necessary corrections or adjustments to their final comic before handing it into me. This lesson will solidify what exactly a theme and a moral is and how to identify them. This will prepare them for the next lesson where I will be reading "The Monkey's Paw" to them and they will be asked to pick out these pieces. The use of images in Comic Life will familiarize them with securing media, a skill which they will later use in their Glogster and Digital Portfolio.

**Evaluate, MI Tailor's:** Interpersonal, Intrapersonal, and Visual.

**Content Notes**

*Students will know the meaning of theme and moral.*

Students will have completed a Google Survey the night before where they give me their definition of theme and moral, and give me an example of a banned book. We will begin class by talking about the answers students gave in the survey, sharing a few examples that I felt were either close or exemplary to the actual definition, and discussing the previous experiences student's might have had with these literary devices. I will then hand out the T-Chart graphic organizers and divide the students into pairs so that they can compare their personal definitions and they can take this opportunity to use each other as a resource for clearing up any confusion. We will then come together as a class as fill out the T-Chart and come up with a clear definition and difference between theme and moral that students can use as a resource throughout the unit.

I will use the Theme v.s Moral slideshow to provide a visual for students to follow and take notes from as we discuss these definitions. I will then explain to student's what they will be doing with the Comic Life Project. The students will create a comic that shows a visual distinction between a theme and a moral. Using the definition we generated as a class, students will create a definition for theme and moral in their own words, and then create a Comic Life that explains the difference between theme and moral, and their given definitions. Students will then follow the link on the class wiki and will download the program (it is free). Students may use pictures from the Internet, or they may take/draw their own images, so long as credit is given where it is due. The assignment must be completed by the next time we meet as a class.

**Handouts**

* T-Chart Graphic Organizer.
* My example of Comic Life.

**Maine Common Core Teaching Standards for Initial Teacher Certification and Rationale**

**Standard 1** – *Learner Development.* The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

**Learning Styles**

* Clipboard: This learning style is met through the use of visual tools such as the Theme v.s

Moral powerpoint, the personal T-Chart graphic organizer, and the full size T-Chart graphic organizer on the board. These learners will be given a solid definition, which they can leave or adapt to their best understanding.

* Microscope: This learning style will be met through the analyzing of titles they know, and looking at how the story they know connects to the themes and moral they pick out as a team/group. This allows them to build upon the definition given to them with examples and context.
* Puppy: This learning style will be met through the upheld respect held int he classroom.

Everyone will have an opportunity to contribute to the T-Chart, on either the theme or the moral side. If someone gives an example for theme that falls more under the jurisdiction of moral, they will not be called wrong, but will be clarified and praised for contributing to the moral part of the chart.

* Beach Ball: This learning style will be met by students having the option to word their definitions in a way that is most easily remembered, and may use nearly any form of visual media that best exemplifies theme and moral based on their definition.
* Rationale: This lesson meets the standard by explaining and solidifying student's understanding on the difference between a theme and a moral, and the role themes play in literature.

**Standard 6 -** *Assessment.* The teacher understands and uses multiple methods of assessment to engage learners in their on growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

* Formative: Students will trade comics with one another and will rate 1-5 on whether or not they understood the person's definition, and then explain on the back what they did or didn't understand about the definition.
* Summative: Students will create a comic that depicts the difference between a theme and a moral. Each comic must have at least two panels, but no more than six.

**Rationale:** This will assess whether or not a student fully understands the concept of theme and moral and will be able to retain that information either through the definition we have generated as a class, or in their own words, in a context that best connects tot hem. By receiving feedback from their classmates, they are able to gauge whether or not their chosen definition is clear and their reasoning understandable to another reader.

**Standard 7** - *Planning Instruction*. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

**Content Knowledge**

MLR or CCSS: **Common Core State Standards**

* Content Area: English
* Grade Level: Grade 7
* Domain: Reading- Literature
* Cluster: Key Ideas and Details
* Standard: (2) Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.
* Facet: Apply

**Standard 8** - *Instructional Strategies.* The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

**MI Strategies:**

* Verbal: These students will enjoy developing a definition for moral and theme that is in their own words.
* Logic: These students will enjoy using the Comic Life program to present their definitions of theme and moral in a way that exhibits their skill with the program.
* Visual: These students will enjoy seeing the pictures and images that people use in their comics to represent their definitions of theme and moral.
* Kinesthetic: These students will enjoy using themselves as models for their definitions of theme and moral in their comic.
* Musical: These students will be encouraged to connect the idea of theme to the kinds of themes they might encounter in their favorite songs, and use that to help develop a definition of theme and moral.
* Interpersonal: These students will enjoy conversing with other students about the definitions of theme and moral in their comics.
* Intrapersonal: These students will enjoy getting the chance to read other people's comics and seeing how their definitions of theme and moral compare to their peers.
* Naturalist: These students will enjoy taking photos of outdoor elements that represent their definitions of theme and moral.

**Type II Technology:** Comic Life

**Rationale:** Comic Life gives students the flexibility to show understanding of theme and moral in a context that best appeals to them, using visual media that best appeals to them and their interests in a format that is well-known and low-anxiety.

**NETS STANDARDS FOR TEACHERS**

**1. Facilitates and Inspire Student Learning and Creativity. Teachers use their knowledge of subject matter, teaching and learning, and technology to facilitate experiences that advance student learning, creativity, and innovation in both face-to-face and virtual environments.**

a. Promote, support, and model creative and innovative thinking and inventiveness

b. Engage students in exploring real-world issues and solving authentic problems using digital tools and resources

c. Promote student reflection using collaborative tools to reveal and clarify students’ conceptual understanding and thinking, planning, and creative processes

d. Model collaborative knowledge construction by engaging in learning with students, colleagues, and others in face-to-face and virtual environments

**Rationale:** A. I meet this standard in my first lesson by encouraging students to use both their previous knowledge and the information I gave them to establish a definition for theme and moral that best connects to their interests. I also encourage students to use photographs/lyrics/ and other forms of media that best assists their strongest learning method to solidify a distinction between the two words. As a teacher I have met this standard by presenting a straightforward slideshow with easy to understand graphics that students can reference on our class wiki at a later time.

**2. Design and Develop Digital Age Learning Experiences and Assessments. Teachers design, develop, and evaluate authentic learning experiences and assessment incorporating contemporary tools and resources to maximize content learning in context and to develop knowledge, skills, and attitudes identified in the NETS-S.**

a. Design or adapt relevant learning experiences that incorporate digital tools and resources to promote student learning and creativity

b. Develop technology-enriched learning environments that enable all students to pursue their individual curiosities and become active participants in setting their own educational goals, managing their own learning, and assessing their own progress

c. Customize and personalize learning activities to address students’ diverse learning styles, working strategies, and abilities using digital tools and resources

d. Provide students with multiple and varied formative and summative assessments aligned with content and technology standards and use resulting data to inform learning and teaching

**Rationale:** C. I met this standard in my first lesson by utilizing the Comic Life program in a way that gives students a guideline of how their final should work, but still allows them to integrate their own creativity that suits their learning styles. The Comic Life program is also very user-friendly, so students with a wide array of technical talents can use it. Peers, online tutorials, and myself can easily assist any students that do find themselves confused by the program.